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ABSTRACT

Presented in this report is a summary evaluation of the Tri-District Cooperative Development of Land Laboratories For Conservation and Outdoor Education project. School districts participating in the project include Worthington, Grandview Heights, and Westerville, Ohio. Part I of the three-part report evaluates the overall efforts of the three year program with particular reference to the third year activities. Reactions and recommendations from those associated with the program, the initiators (committee members, consultants, and administrators), assistees (teachers and principals), and recipients (students) are given. Part II encompasses a history of the project, unpredicted outcomes, impact of the project on the school and adult population, cooperative efforts, dissemination of information and materials, project funding procedures, and costs. Thirteen appendices comprise Part III, covering tabulated replies from questionnaires and inventories and phase-in reports from the three participating school districts. This work was prepared under an ESEA Title III contract. (BL)

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**TRI-DISTRICT COOPERATIVE DEVELOPMENT
OF LAND LABORATORIES
FOR CONSERVATION AND OUTDOOR EDUCATION**

SUMMARY EVALUATION

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ESEA TITLE III TRI-DISTRICT COOPERATIVE DEVELOPMENT OF LAND
LABORATORIES FOR CONSERVATION AND OUTDOOR EDUCATION

SUMMARY EVALUATION

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CHAPTER I

In an earlier Title III document, the writer set forth a plan and rational for evaluating the ESEA Tri-District Outdoor-Conservation Education Project (Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education).¹ The process and philosophy of evaluation at the close of the third project year and the termination of federal funding was the same as outlined at that time.

Essentially, the purposes of this evaluation were to:

- a. review what has (1) happened, (2) been done, and (3) been accomplished;
- b. learn the degree to which the program has progressed toward its goals or objectives;
- c. find in what ways the program has been of benefit;
- d. determine if the program should be continued as is, expanded, diminished, or changed;
- e. identify which of the program aspects could be recommended for the consideration of other schools or institutions.

Readers of the earlier evaluation report (contained in the third year continuation proposal) will note that the emphasis and focus of the program shifted during the second year to one of impact on teachers and children and away from the development of sites and facilities.

Monaghan, the first year project evaluator summarized objectives as to

". . . increase the quantity and effectiveness of conservation and outdoor education, to develop facilities for such education, and to develop inter-district cooperation for the improvement of education.

¹Malcolm Swan "Evaluation," Continuation Grant Application for Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education. Worthington, Ohio: Worthington Exempted Village School District, 1970, p. E 1.

Assuming that the conservation aspects are implicit in the educational objectives, the specific objectives might be briefly summarized to emphasize:

1. Physical facilities
2. Teacher involvement, training, and inter-district cooperation
3. Public support

and, of course, the evaluation aspects of the original objectives.²

At that time Monaghan concluded that teacher involvement was the single greatest challenge and opportunity for the program. He further recommended the acquisition of a headquarters, expansion and improvement of the inservice program and pointed to the need for group decision making on the part of administrators to insure inter-district cooperation and support subsequent to the termination of federal funding.

The Second Year

Briefly, the project program consisted of the following at the close of the second year:

1. Development and maintenance of a series of land laboratories, outdoor teaching sites, and a program headquarters.
2. The acquisition, maintenance, and distribution of apparatus, equipment, and materials for conservation and outdoor education.
3. Development and dissemination of teaching materials - source units for conservation and/or education.
4. An extensive program of inservice training for teachers in the areas of conservation, outdoor, and/or environmental education.
5. Assistance to teachers in planning, conducting, and follow-up of outdoor experiences.
6. Organization and administration of a program of resident conservation and outdoor education for the 6th graders in tri-district schools.
7. Intradistrict and agency cooperation in the development of school and public concern for conservation and environment.

² Robert Monaghan, "Evaluation of Project Objectives, "First Continuation Grant Application for Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education. Worthington, Ohio: Worthington Exempted Village School District, 1969, p. 2.

At that time, the project staff consisted of three fulltime professional staff (a project Director and two outdoor teachers), a fulltime secretary and supplementary parttime help. They worked out of a newly acquired headquarters building located at an older well established land laboratory in the sponsoring district. At that time, concern was expressed by the Evaluator about the lack of long range planning, particularly in view of concerns being expressed about the continuation of the project, the apparent need for rethinking the program and the lack of contact between program personnel and some teachers and schools. Considerable attention was given to the positive (there were many) and negative aspects of the program in the evaluation one year ago, and several recommendations were offered for the consideration of the decision makers.³

The Third Year

The Evaluator did not believe that the emphasis of the program should be shifted in the third year. It seemed as if the program begun that second year was just getting under way and needed time to mature. Perhaps one of the greatest problems seen at that time dealt with the interpersonal relationships within the outdoor education staff and between them and some key administrators.

In setting forth the thrusts and goals for the third year, the proposal writers indicated that these were to receive greater attention the third year:

- a. Employment of para professionals or teacher aids to assist teachers when working outdoors.
- b. Development of audio-visual materials, film loops, and other materials.
- c. Development of displays and other materials to make the outdoor education center more useful.
- d. Involvement of secondary schools in the resident outdoor education program on a pilot basis.

Specific activities to receive emphasis were to:

1. Increase the number of classes participating in the on-school-site gardening program from 75 to 120.
2. Achieve 100 percent participation in the sixth grade resident outdoor education program.
3. Initiate an environmental studies elective course at the high school level in all three school districts.
4. Decrease emphasis on development of selected school sites for land laboratories and increase minor development activities to include all school sites in the three school districts.

³Swan, *Ibid.* p. P. E. 59-64.

5. Conduct on-school-site workshops at every school at sometime during the 1970-71 school year.
6. Replace stipend payments for attendance at outdoor education workshops with college credit or inservice credit.
7. Increase involvement of the communities in the project activities through use of community resource personnel.
8. Initiate a resident outdoor education program at the high school level.
9. Increase public understanding and support of outdoor education through greater personal contact with civic and community organizations and greater use of the mass media.
10. Disseminate project information to other parts of the State of Ohio by conducting an environmental education leadership conference.⁴

During the first half of the year the project staff continued largely as it had during the second year. The resignation of the Project Director at midyear, however, and the realization that the program might not be continued as a cooperative venture for various reasons resulted in what might be construed a "holding action" from that point on. Hence few of the new thrusts or goals set forth in the project were initiated or realized.

The Evaluative Program

The evaluative program at the close of the third year, with minor modification, was the same as that used at the end of the second year and set forth on pages E 9 and E 10 of the Continuation Application:

Because of the focus of the project, its impact on these groups received primary attention in the evaluative program: (1) project initiators, (2) assistees, and (3) recipients. Instruments were designed to measure this impact and to solicit the reactions of persons in these categories about various aspects of the program.

- a Project Initiators - Persons involved in the organization of the project, members of the outdoor education committee, consultants, citizens, administrators, and members of the project staff were categorized as the project initiators. These are the persons most closely associated with the project.

The degree to which the dream or vision of these persons had been satisfied was believed to be of extreme importance in evaluation. Instruments were designed to solicit the

⁴Continuation Grant Application for Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education. Worthington, Ohio: Worthington Exempted Village School District, 1970, p. 75-80.

reactions and judgements of these persons about the values, success, or failure of various specific aspects of the project. They were also asked to set forth their recommendations about the project.

b. The Assisees - The teachers and principals whom the project was to help were categorized as the assisees. It was thought that if they saw the progress in a favorable light and believed it to be making a difference in their teaching and their pupils, reason existed to believe that the project was on the right track. If most of them were negative, the program had little chance for success.

Indicators of the view of persons in this category was thought to be the amount or number of conservation and outdoor education experiences being provided, use of the sites and facilities, and participation in the inservice training being offered. Hence, the decision to report this quantitative data.

To obtain additional information, instruments were constructed to solicit the reactions of the principals and a sample of the teachers as to the values of outdoor or field experiences and various services offered in the program. An instrument was also used to obtain reactions from the participants in workshops offered as a part of the project. Another instrument was designed to solicit teacher opinion about the effects of the resident program on pupil behavior.

c. The Recipients - The children and their parents were categorized as the program recipients. The impact of the project on them was attached by:

1. Administering the LSAIA and the Interest Inventory (before and after basis) to a sample of pupils in the resident program.
2. Administration of these instruments to pupils in classes participating extensively in the project and comparing responses with those of pupils in classes not participating.
3. Construction and administration of an opinionnaire to a randomized sample of children soliciting their opinions about the values of the resident program and other outdoor experiences.
4. Administering a similar instrument to the parents of these children soliciting their reactions.
5. Asking a group of children who had participated in such programs previously to discuss these programs, record

their discussion, and to mail the tape directly to the Evaluator for his analysis.⁵

Changes in the above related mainly to the deletion of the fifth item under "c" above and the return of many of the instruments to the outdoor education secretary rather than directly to the Evaluator to save mailing costs.

As a supplement to last year's program, however, the Evaluator engaged a colleague who spent three days with him in the Tri-District area interviewing teachers, administrators, and others about the program.

⁵Swan, *Ibid.* p. E 9 - E 10.

⁶Mr. Stuart Seim, Faculty Assistant in the Department of Outdoor Teacher Education, Northern Illinois University. Seim will complete work on a Master's Degree in Outdoor Teacher Education at NIU this summer and will continue toward the doctorate in the same area at Southern Illinois University. He assisted in writing the section dealing with the reactions of Assistees.

EVALUATION - CHAPTER II

PERCEPTIONS AND REACTIONS OF PARTICIPANTS

The effect of this program upon the children it served was, of course, thought important in evaluation. Also important were the perceptions of persons directly involved with it, and those it was designed to assist. Hence, evaluative reactions and recommendations from persons in all these groups--INITIATORS, ASSISTEES, AND RECIPIENTS were believed necessary.

I THE INITIATORS

The persons most directly involved with the project (members of the Outdoor Education Committee, consultants who helped to plan it, administrators, staff members, and others) were called the INITIATORS. Their opinions were considered to be of upmost importance in evaluation.

These persons had a "dream" as to what the project might accomplish. Each expected it to do some things and to work in certain ways. Others helped chart its course and some of them worked with it from day to day. These persons participated in decisions regarding objectives, ways and means, and operation. Knowing the degree to which their expectations were met was believed important, for if they remained enthusiastic, satisfied, and supportive after three years, the program had probably been on the "right track." If not, it had probably fallen short. Furthermore, these initiators probably knew more about the program and the perceptions of their colleagues about its values than any other group.

An instrument (resembling one used in evaluating the ESEA Title III Outdoor Education Project in McHenry County, Illinois) was constructed to solicit reactions from these persons.

This instrument, the INITIATORS EVALUATION, was distributed to forty-four persons in 1970 with the request that they be returned by mail to the Evaluator. Twenty-nine were received. This same instrument was sent to 50 persons in 1971. Twenty-two were returned. In addition, the Evaluator interviewed several of the persons in this category about the program.

The INITIATORS commented in greater detail on the questionnaire items than respondents in any other group and appeared very willing to discuss the program, its strengths and weaknesses and to offer possible explanations or reasons as to why it was not being continued as a tri-district operation.

Since the comments of each person in this group were considered to be of upmost importance in this evaluation, the tabulations that follow show the way in which these persons responded to each question. All the comments provided in 1971 are included. The 1970 comments may be found in a previous evaluative report.

ITEM I - Based upon your observations of CHILDREN BEING TAUGHT OUTDOORS and participating in outdoor education experiences, please respond to these questions by placing an "X" in the appropriate space and adding your comments in the space provided.

A. Do the pupils or students appear to respond with enthusiasm and interest to the instruction given?

1970 : 15 : 12 : 1 : : :

Comments:

Outdoor activities provide a break from the routine, thus creating a high interest level in these activities.

Depends generally on the teachers as a teacher. Outdoor Education is a great media through which to teach any subject.

As in the classroom there is some reluctance to respond, however, I have noticed that some who are not responsive in the classroom are more so outdoors.

That's how I hear it.

I believe we have had an unusually high response to outdoor education programs on all levels-- K - 5 this school year. The enthusiasm of the staff and students has been gratifying.

Most children enjoy the outdoors and the opportunity to learn about it. If handled properly this instruction can be a very worthwhile experience. The Tri-District people have met this challenge.

Many students respond in the outdoor situation who do not respond to the more conventional classroom setting. This seems to be particularly true of less able students.

Much better listening outside than indoors. Kids can do the things they talked about outdoors.

B. Do you believe the instruction you observed outdoors and in the field a worthwhile and valuable addition or supplement to the school program?

1970 : 18 : 7 : 2 : _____ : _____

1971 : 13 : 7 : 1 : _____ : _____
High Low

Comments:

You can't really learn about the outdoors unless you go there.

Many worthwhile and useable ideas that can either be used as is or improvised to work at any grade level.

Natural setting, practical problem.

C. Do you believe that the type of instruction and teaching you have observed in the field and as part of this program should be encouraged and made a part of the curriculum at all grade levels?

1970 : 16 : 4 : 4 : 4 : _____

1971 : 10 : 8 : 2 : 1 : _____
High Low

Comments:

Resident outdoor education for a week should be only for sixth grade level.

I think it should be made available to teachers who care to participate but not made an expected part of the curriculum.

Motivation of students would be a minor problem.

A great deal of our success seemed to be related to voluntary involvement.

Based upon three years of response, and lack of it, I have no reservations about the above possibilities as it relates to the elementary schools. The secondary level has been a disappointment. Scheduling periods undoubtedly have much to do with this seeming lack of interest. Teachers are specialists; and many doing their own thing.

It is difficult for a voluntary program to become an entrenched part of the curriculum.

Seems more appropriate at the intermediate grade levels.

ITEM II - Based on your observation and the information available to you, do you feel that the persons that are a part of the Tri-District Outdoor Education Project staff are well qualified and equipped to handle their responsibilities?

1970 : 12 : 11 : 5 : 1 : :

Comments:

I have been very well pleased with their work.

The range of qualifications varies with individual staff members.

I know! Knew all the rest of them.

Dean and Bob, YES!

Qualified and equipped. Yes! Especially our former coordinator. Motivation and application was sometimes lacking.

Problem of three chiefs!

Much of what we have received is not relevant to our grade level. We had more service to our schools in Westerville when Mr. Knight was alone.

Responsibilities? Often late; time schedule and organization are important.

ITEM III In your opinion, has there been sufficient provision made to acquaint teachers and administrators with this program and to assist them to participate in it?

1970 : 9 : 9 : 6 : 3 : 2 :

Comments:

Follow through is lacking. Not enough communication at the individual school level.

Workshops were valuable. Guidelines and the manuals developed are good.

The outdoor education staff has done a good job with publicity and training programs. Not so good with helping individual teachers.

Excellent in-service programs on a continuing schedule.

There was a good idea to have a half day released time for a teacher workshop, but it didn't happen.

We could have used more newsletters about Worthington activities to Worthington staff. We could also have used news releases to better advantage.

Communication problem here too. I learned ~~the~~ numbers of teachers have not learned of project.

First part of question - Yes. Second part of question - Yes.

ITEM IV React to the approach used in which classroom teachers are merely encouraged to utilize this program on a voluntary basis and to integrate outdoor experiences into their ongoing programs rather than to expect or require all teachers and all children to participate and to make outdoor and conservation education a separate subject.

1970 : 7 : 5 : 9 : 2 : 2 :

1971 : 7 : 3 : 4 : 3 : 1 :
High Low

Comments:

Which do you want? This is a two part question.

I don't feel it should be presented on a voluntary basis.

Depends entirely on the skill of the one who does the encouraging. Some are great motivators.

Some special teachers can not utilize this program.

As mentioned in IC, a voluntary program is difficult to establish in all grades and all classrooms, however, a compulsory program would force uninterested teachers to participate which might be more harmful than gainful.

Coercion won't work. That's my bias.

This is a two part question. Accepting appointments on a voluntary basis has the advantage of working with curious, interested and generally excellent teachers. Compulsory participation acquaints many more with program but attitude commitment may be limited, neutral or even negative.

Enthusiasm is lost when something is required.

Do not agree that it should be a separate subject.

I feel that rather than have another subject, it would be better to utilize outdoor education in many subjects.

I favor this approach.

Camping program is required at the 6th grade level at this time. The voluntary integrated approach appeals to me. (The curriculum bag is full) But, of course, limits participation.

Our program has worked well on a voluntary basis.

I believe we should expect all teachers to participate in outdoor education.

It must be real part of the individual teacher's program or it would not be used any longer than if someone were enforcing its use.

This idealistic. The approach I used for 10 years. The good teacher makes use of OE. I now believe most of our teachers need administrative requirement.

All teachers should include outdoor experiences during the year.

An attempt is made to see that all children participate whether staff member does or not.

ITEM V

Do you believe that sufficient provisions have been made in the way of providing equipment, library materials, etc., and in making them readily available for teachers and pupils?

1970 : 11 : 14 : 3 : _____ :

1971 : 9 : 9 : 1 : 2 : _____
High _____ Low

Comments:

Van stays in garage most of time - not available to teachers. Could use more equipment so will be available in local school when needed as a teachable period comes.

It has improved as time went on. This is a critical factor. If it becomes too laborious, teachers get discouraged and give up.

Yes.

No problems until gardening time. Getting soil turned early was a problem.

Too much restriction by Worthington Administration on use of equipment, i.e. the mobile supply room (van) making it difficult for well-qualified persons in Westerville e.g. to use it.

Every reasonable effort was made to publicize these materials and pieces of equipment available to them.

If anything this project was over-equipped through the director's desire to use up all available Title III funds.

ITEM VI Do you believe that adequate arrangements have been made so as to have transportation readily and conveniently available when needed?

1970 : 8 : 9 : 4 : 5 : 3 :

1971 : 8 : 6 : 2 : 4 : 1 :
High Low

Comments:

No problem.

Transportation arrangements have been restricted due to bus scheduling restrictions in the local districts.

Until the budget tightening - Definately.

Busses only available during off-run hours and with excessively long advance request.

In Westerville, the levy didn't pass, so we've had no field trips since January.

Yes.

Busing has been a problem.

Yes - much effort locally and at outdoor office.

ITEM VII Do you believe that the facilities available and the land laboratories under development will be adequate and effective or efficient in meeting the objectives and goals of this program and of outdoor education as you know them?

1970 : 9 : 9 : 8 : 1 :

1971 : 7 : 6 : 6 : 3 :
Low High

Comments:

Yes - Good areas.

We will need to continue to expand. We cannot rest where we are.

This depends on the subject being studied. You can't study a young stream at many places, for example.

Some schools without facilities and areas for study. Some areas being preempted by other interests - buildings, parking, athletics.

With the impetus toward a more total understanding of the environment - No. As a place to study units appropriate to the specific land lab and surrounding area - Yes. To be current it seems imperative to use the broad approach - include all rural, urban, suburban learning-teaching sites.

Too far from home for us. We need our own in our district.

Our land lab facilities are practically nil.

ITEM VIII In your opinion, does this project make economical use of personnel, materials, time, and financial resources?

1970 : 7 : 9 : 8 : 1 :

1971 : 4 : 11 : 6 : 1 :
High Low

Comments:

Those who question the affirmative to this are people who have never conducted learning experiences in an outdoor situation.

Now it does (Since Mid-year of 1970-71 school year.)!

Devoted, zealous workers.

Personnel and material are spread too thin.

Some major purchases were made before major objectives were established.

The personnel should come into all buildings several times a year.

Yes.

I do not know anything about the finances.

ITEM IX In your opinion, has there been good communications between the schools, those responsible for this program, and various public groups (civic organizations, lay-citizens, taxpayers, etc.)?

1970 : 3 : 4 : 13 : 4 : 5 :

1971 : 1 : 5 : 5 : 10 : 1 :
High Low

Comments:

Needs improvement!

There has been good communication between schools and program, but I don't know if the taxpayers, etc. know much.

Not always, but lately it has been better.

Not much parental, taxpayer, etc., interchange.

Not as good as it should be. Those who are informed seem to be enthusiastic supporters - but not enough are thus informed. Mostly via camping experience of their children.

This has consistently been a shortcoming. The director was grossly lacking in this area. One staff member initiated nearly all news releases on his own.

ITEM X Based on the reports you have received and your own investigation, does this project appear to be receiving public interest and support?

1970 : 5 : 10 : 9 : 2 : _____

1971 : 3 : 7 : 7 : 3 : 1 :
High Low

Comments:

Resident camp experience was particularly well received.

Public interest and support is high. Administrative interest and support vacillates between weak and none.

In Worthington more so than in Westerville and Grandview. In all - too slowly to survive as intended in the grant application.

Cut at Westerville, never much support in Grandview. Reduced participation in Worthington.

No Complaints.

Parents of campers very favorably impressed.

Yes.

ITEM XI Generally, does this program make sense to you as a taxpayer, citizen, parent, representative of the community, etc.?

1970 : 18 : 8 : 1 : 1 :

1971 : 13 : 8 : 1 : 1 :
High Low

Comments:

Plan should be projected for several years in advance so we who go will know what to expect. Every new teacher should be briefed on the program each year.

As a citizen, taxpayer and classroom teacher, I can think of things which our suburban schools need more.

It is rather expensive considering the number served and taking into account other needs.

I am not without bias. I believe it has tremendous potential. We have lived in cubicles too long.

Yes.

One can hope

Has realized many objectives of the original grant and has the potential of being a most relevant approach to teaching and learning.

Outdoor education is tangible, concrete learning.

School age children are quite seriously concerned about the environment and its future. These young people are the prime targets for our programs and seem to be easily motivated in these concerns.

XII Programs like this one include various parts. React to each of the following listed parts of this program: (VG - very good; N - no opinion; P - poor; D - disapprove).

	1970	N= 29	1971	N= 22	Number of replies				
					VG	G	N	P	D
a.	Employment of an outdoor education director, teachers, clerical assistance, etc.		1970	22		4	1		
			1971	14		8			
b.	Publication of:								
	<u>Manual for the Outdoor Teacher</u>		1970	17	11	1			
			1971	14	8				
	The Newsletter		1970	15	11				
			1971	8	12	2			
	Outdoor Study Units		1970	11	11		3	1	
			1971	15	7				
c.	Workshops and orientation sessions to inform teachers of outdoor education, the program, land laboratories, and outdoor teaching techniques.		1970	24	5				
			1971	18	3	1			
d.	The mobile van as a way to make equipment and materials readily available to teachers.		1970	13	11	2	1		2
			1971	8	7	2	4		1
e.	Moving the headquarters of the program to the building on the high school land laboratory site.		1970	20	6	2	1		
			1971	11	5	3	2		
f.	The resident program at the sixth grade level.		1970	15	10	3	1		
			1971	18	2				
g.	The land laboratories that have been developed or are in the process.		1970	9	13	3	4		
			1971	7	11	2	2		
h.	The role of outdoor teachers in assisting teachers to prepare, conduct, and follow-up outdoor experiences.		1970	11	11	2	5		
			1971	9	13				
i.	Cooperation between the three school districts in conducting this program.		1970	10	13	5	1		
			1971	2	6	10	3		

		VG	G	N	P	D
j.	Cooperation between the program and other educational agencies (teacher training institutions, etc.)	1970 1971	7 10	8 9	8 3	6
k.	Cooperation between the program, the school, the park districts, and other agencies in jointly planning various programs.	1970 1971	9 3	11 9	5 8	3 2

ITEM XIII - In what ways have your earlier expectations for this program been unrealized and/or exceeded?

Comments:

- Expected much greater cooperation among the administrators of all three districts.
Expected more physical development of facilities.
- Did not expect such favorable support from parents of students involved in the program.
- The program was presented to us in a fine manner. We could have intensified the program at the local level with a little more effort.
The three man staff was excellent.
- Program has suffered the last two years from lack of direction and leadership.
I had hoped to gain much in the association with the staff members. Unfortunately I found they had far less training and background than I.
- Program exceeded expectations in Total Growth (personal and professional) in workshops, in work with primary grades, and materials produced.
Unrealized expectations are lack of public relations for informed support, little contact at secondary level, lack of workable director and staff communications and continuation as a staff in cooperative arrangement.
- Positive: Teacher interest good, resident program grew too fast, much teacher participation in workshops etc.
Negative: Only one person retained, only one district continuing, land lab development far less than hopes, no use of mobile supply room.
- I have not yet seen the manual we worked on last year. Lack of transportation has hurt us.
- I wish there could be more learning experiences provided for the primary youngsters.
- The sixth grade resident program has been great. Inservice work with teachers has also been especially good.
- Above expectations.

- The land lab development was a disappointment.
- Good workshops. Provided basic knowledge of methods, techniques.
- Would like to have full week of camping, but most teachers don't want this. Personnel have been terrific in cooperating.
- Three fulltime people should conduct "more" program than one one-half time former director. Personal ambitions are put ahead of the best interests of tri-district students in some cases.

XIV What specific recommendations do you have to make about this program?

Comments:

- Closer ties with central OE staff with teachers. Need for evaluation and sharing with the teachers of results of outdoor resident education.
- Administrative consideration of outdoor education, not as a supplementary frill, but as necessary part of the curriculum. Perhaps consideration of part-time employment of teachers in the three districts as members of the OE staff. This would ensure concern for the children's best educational program first as well as help fit OE into the existing curriculum.
- Keep it up ---One week of camping (ROE) mandatory at 6th grade. Tree nursery on outdoor education land laboratory.
- That each school system do their own program.
- Continue the present program---looking always for ways to improve.
- Continue it and expand it.
- Hopefully the program will be continued.
- More presentations to teachers in own schools.
- I would like to see it continued but with the financial crisis in Westerville, it's doubtful there. The program is a very good one. They do a fine job.
- More work in the further development of the OE building as a nature center. More pre-trip materials (A-V) for the units and field trips already created. More public relations.

- I felt perhaps the staff from the outdoor education office was spread too thin over the three districts.
- Forget the cooperative effort across school district lines. One district encountering internal problems can adversely affect the whole program in spite of the efforts of the other districts. This program should become independent and contract its program and service to many districts.
- Continued field experiences - classes away from schools should be continued. Carefully prepared new outdoor work units such as the Terrarium could be extended and additional work units prepared. Cooperative projects could come from community involvement.

INITIATORS' SUMMARY

Generally, this group seemed satisfied with the program and continued to be supportive of it. They expressed much regard for the idea of outdoor education and provided numerous suggestions about ways this program might have functioned differently to enable it to have reached more children and teachers.

Most of these respondents seemed pleased with the job that had been done by the staff, their inservice workshops, the reception given the resident programs, the published materials and many of the other services that had been rendered.

On the other hand, individuals pointed out a variety of weaknesses or negative factors--such as (a) the failure to find a way to effectively use the "van," (b) decisions in one district to cut back field trips, (c) difficulty encountered in arranging for transportation, (d) getting delivery when promised, especially with the garden project, (e) failure to sufficiently develop some of the land laboratories, (f) maintenance of some equipment items and inability to locate other items, (g) the handling of funds--or the availability of funds for some purposes and not for others, (h) the lack of co-operation between the districts with persons in each feeling he was not getting his share or that one or the other of the districts had a better deal, (i) the role and the effect of the former director prior to and subsequent to his resignation at mid-year, (j) the lack of firm commitment to continue on the part of the districts and some administrators with the demoralizing ("holding action") or lame duck effect, and (k) lack of involvement with the high schools, and many, many others.

As one examines the replies of the INITIATORS, he notes a definite gain from one year to the next in the way this group perceives the value of this program; in regard to (1) the qualifications of the outdoor education staff, (2) the economical use of personnel, materials, funds, etc., (3) the extent to which the program makes sense, (4) the employment of outdoor education staff, (5) the resident program, (6) the role of the outdoor teachers in assisting classroom teachers, and (7) the value of the outdoor study units.

However, there was a loss in the way in which they perceived (1) provisions for making materials available, (2) the adequacy of the facilities and land labs (3) the public interest and support, and (4) cooperation between the districts and between the program and various agencies..

Although the INITIATORS did not comment as extensively this year as they did in 1970, they did provide suggestions for improvement. Generally, they called for the continuance of outdoor education in these schools--if not coordinated by a multi-district program, then coordinated by local district operated programs.

Interestingly, several INITIATORS gave responses that seem to indicate that they were unaware of decisions that had been made about the future of the program and the reasons that were being given for such decisions.

II THE ASSISTEES

The attitudes or positions of the principals and teachers (categorized as the program Assistees) were believed of major importance in Evaluation.

1. Program objectives focused on the development of favorable teacher attitudes about outdoor and conservation education.
2. Antecedent to the use of the project and outdoor or conservation experiences are favorable attitudes toward them. If principals or teachers are negative and see the project and experiences of little value, neither will be used.
3. The program was considered a service to teachers and administrators to assist them in meeting the schools' educational objectives, particularly in conservation and outdoor education. Hence, they were among the best qualified to render decisions about it and its impact upon them and their students.

Instruments were constructed to solicit information from persons in this group in regard to the project and their perceptions of change in their students. In addition to the instruments, a personal interview was conducted in all three school districts to aid in determining the reaction of the Assistees. The opinions gained through these interviews will be expressed throughout the following section.

Principals

The Principals' Evaluation Opinionnaire (see Appendix A for tabulation) was completed by eighteen, of the principals in 1971 compared with sixteen in 1970.

The respondents as a group appeared to have a positive reaction toward outdoor education and outdoor experiences. Fifty percent or more checked one of the two highest columns regarding the importance of outdoor education on five of the six areas: (1) concept formation, (2) to develop concerns about environment, (3) to clarify understanding, (5) as a change of pace, and (6) as a motivating experience. Only one area, (4) to improve social relationships, received less than a majority of high ratings. The highest ranking area was (2) to develop concerns about the environment, and (6) as a motivating experience received the next highest ranking. In reviewing the rankings for 1970 and 1971 and the impressions received from interviews, there seemed to be in 1971 a greater tendency on the part of the principals to take more a middle of the road ranking (third place on a scale of five).

The principals checked few deterrents as having "high" importance to the teacher's use of the outdoors. Again, the center ranking (third place on a scale of five) showed the greatest increase. The items receiving a "low" ranking as a deterrent were: "restrictive school policies", "negative attitudes by peers", "liability concerns", "lack of suitable sites or apparatus" and "teacher's lack of ability to handle a large group of children outdoors". "Scheduling difficulties" seemed to be more a deterrent in 1971 than they were in 1970. The responding principals indicated that the two most important deterrents were those of "lack of understanding about the outdoors" and a "lack of time with too much to cover." In a review of the figures for 1970 and 1971, along with opinions expressed in interviews, the latter two deterrents are gradually reversing to the middle and low side of ranking concerns.

Regarding the Tri-District Project the responding principals generally approved of the project. Seventeen principals "strongly agreed" (or "agreed") with the statement that "The workshops, institutes, etc. were an important step" and that "We should continue to develop our land laboratories, making them more available and useful to teachers and children." In the interviews the opinion was expressed that greater care to maintain the land laboratories was needed.

Thirteen of the principals agreed (or strongly agreed) with the statements: "Efforts to inform teachers of the services available to them through the program were adequate", "Publications are useful and needed", and "The program seemed to be gaining the acceptance of the teachers."

Eleven of the respondents agreed (or strongly agreed) with the statements that "Generally the public is aware of the program" and that "The facilities now housing the program appear adequate." Of extreme importance was the response to the statement, "In my opinion, this is a worthwhile program and one that should be continued even after federal funding is discontinued." Seven principals strongly agreed, five agreed, one had no opinion, one disagreed and one strongly disagreed.

The interviews with the administrative staff indicated a general approval for continuing the program if the school districts concerned could afford the additional expense. The school principals also indicated that the existing practice of having the outdoor personnel come into the schools on a regular basis was of great value in preplanning, scheduling and gaining general awareness to the program. A general feeling of support was expressed by the administration for some or all forms of the program. This would indicate a consistency with the opinionnaire that there is support to the program at the administrative level.

Teachers

In March of 1971, as in 1970, a Teachers' Evaluation Opinionnaire was sent to a sample of elementary and secondary teachers

to learn: (1) the importance attached to conservation and outdoor education, (2) what were believed to be the deterrents to the use of the outdoors and land laboratories, (3) attitudes about aspects of the project and (4) opinions about continuing the project. (See Appendix B and C for tabulations.) Sixty-seven of the elementary teachers and thirty-three of the secondary teachers in the sample responded. The completed instruments were anonymously returned to the evaluator by mail.

An interview also was conducted with a sample of the teachers being selected in each of the districts involved in the project. The opinions expressed in these interviews will be given throughout the following section.

(1) Value of Outdoor Education and Outdoor Experiences. Few of the teachers that replied to the opinionnaire attached a low importance to outdoor education and outdoor experiences for any of the listed areas: (1) concept formation, (2) to develop concerns about environment, (3) to clarify understandings, (4) to improve social relationships, (5) as a change of pace, or (6) as a motivating experience. In both the elementary and secondary teacher returns almost all of the six areas received a stronger rating in 1971 than they did in 1970. The only areas that showed a slight decrease were the items, "motivating experience" and "improvement of social relationships," which were decreased on the secondary teachers' opinionnaire.

In the interviews with the elementary teachers there was a strong backing for the values gained by outdoor experiences. The ability for children to discover new areas of study as well as new levels of competency within the students also was expressed by the teachers.

(2) Deterrents. Determining what teachers perceived as deterring them from using the outdoors and land laboratories was believed to be an indicator in evaluation and of value to the project personnel. Thought to be the least important of the items listed (see Appendix B and C) were: (1) negative attitudes by supervisors and peers, (2) my own inability to handle large groups outdoors, and (3) liability concerns", ranked in this order. The most important deterrents listed were: (1) scheduling difficulties and (2) lack of time with too much to cover.

All of the eight areas listed showed signs of improvement in 1971 (except the scheduling problem) in that a higher percent of the teachers were checking the low end of the scale for the areas. The greater emphasis by the project personnel toward getting elementary teachers directly involved in the project had a positive effect which shows up as an increasingly low rating (see Appendix C) in (1) my own lack of understanding about the out-of-doors and (2) lack of time with too much to cover. The high school teachers still feel a concern regarding "too much to cover in too little time", the scheduling problem and a resistant school policy.

In interviewing, the K-6 teachers indicated that on-the-school-site workshops would be of great value. The idea of having the outdoor education personnel in the school in a regular schedule was very well received. The teachers indicated that more preplanning could go into the preparation for the sixth grade resident experience by the outdoor education staff. However, in interviewing the teachers, a positive picture was painted for the program and a genuine hope that some form of outdoor education and outdoor experiences could be continued. The teachers seemed to feel that they would use the program more and more as they become more comfortable with this method of instruction.

Some of the unsolicited comments on the opinionnaire, which have not previously been expressed in this evaluation, were:

1. Need for in-depth workshops which are well planned and geared for various grade levels.
2. Development of different activities for various grade levels.
3. Need for constant effort in maintenance and development of land laboratories.
4. Need for a program designed for the high school level.
5. Monthly checklist of activities which could be carried on in that month.
6. Promptness on the part of resource personnel.

(3) Tri-District Outdoor Education. Eight statements were made on the opinionnaire about aspects of the Tri-District programs (see Appendix B and C). The teachers responded by checking: (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, or (5) strongly disagree.

Ninety-three percent of the teachers agreed (choices 1 or 2) that "workshops, and other efforts of the outdoor education staff to familiarize teachers with the out-of-doors and outdoor teaching approaches appear to be an important step in the right direction." Only three percent disagreed. The percentages were based upon the number of opinionnaires returned; some persons did not respond to all items.

Seventy-five percent indicated that "the publications (curriculum guides and resource guides, . . .) of the type being produced by program personnel are useful and needed." Eight percent disagreed or strongly disagreed. Fifty-four percent of the respondents agreed with the statement that "the facility now housing the outdoor education program appears adequate and likely to increase the program's impact." Seven percent disagreed, and thirty-eight percent checked "no opinion."

Ninety-three percent of the respondents agreed with "we should continue to develop our land laboratories, making them more available and useful to teachers and children." About one percent of the

respondents disagree, and six percent had no opinion. Efforts to inform teachers of the services available to them through the program have been adequate according to nearly sixty percent of the teachers. Not so, according to twenty-four percent who either disagreed or strongly disagreed.

Sixty-two percent said "this program seems to be gaining the acceptance of the teachers generally." Six percent either disagreed or strongly disagreed. More than thirty percent had no opinion. With "generally, the public is aware of the program and supportive", twenty-five percent said yes, forty percent checked no opinion, and twenty-five percent either disagreed or strongly disagreed.

Of extreme importance, in the Evaluator's judgement, were responses to the item "in my opinion, this is a worthwhile program and one that should be continued even after federal funding is discontinued." Forty-five of the elementary teachers agreed or strongly agreed, three had no opinion, and five disagreed. At the high school level, thirty-one gave their approval, two had no opinion, and two disagreed.

In order to supplement the data obtained from the Teachers' Evaluation Opinionnaire, the outdoor education staff (at the suggestion of the Evaluator) constructed an instrument called the Outdoor Education Teachers' View to obtain the reaction of teachers known to be using the outdoors and the project. The percent response to the items is given for both years, 1970 and 1971, in Appendix D.

Summary

Some comments expressed in several of the interviews that were general in nature and took in the total program follow:

1. In the final year of federal funding of the program, if the director had spent more time "selling" the program, the program might have survived as originally planned.
2. The outdoor personnel still need to go out to the teachers and "sell" the program.
3. More inservice work needs to be done.
4. A sharing of equipment between all three districts might hold together the Tri-District concept and possibly start a new program, with strong leadership.
5. A committee should be formed to aid in administering the program as well as in developing new materials to help generate the feeling among the teachers that this is their program.
6. Better publicity (e.g. pictures in the local media showing children involved in the program) would help the program.

7. The present personnel do a fine job of covering the large demands that are placed upon the two of them.

8. The resident program is felt by most people to be of great value and should be continued.

9. Some local people other than teachers and administrators expressed the feeling that the outdoor education program should be continued.

In review of the statistics and personal interviews, there seems to be high regard for the program by both teachers and administrators, for the most part. Some of the problems which existed last year at this time seem to have been corrected. Naturally, there are some new problems since the federal funds have been discontinued. The local people contacted feel that the outdoor education program should be continued, if not jointly among the districts, then certainly singly within each district. In general, the attitudes toward outdoor education and the outdoor experiences seem to be positive.

Inservice training. Perhaps there was no phase of Tri-District (or of any outdoor-conservation project of this nature) more critical than that of its program to provide teachers with the knowledge, skills, attitudes, and competencies needed to work in the field and in the land laboratories. Although the staff could work with children from time to time and help to resource teachers wanting special assistance, the real impact depended upon the inservice program.

This program was designed to help to (1) familiarize teachers with the program and its services, (2) increase their ecological understandings and understandings of outdoor and conservation education, (3) change attitudes, and (4) provide know how. Interviews with persons associated with the project disclosed that the inservice program was successful with respect to the teachers it reached, and that the impact of this program would last longest. One administrator commented, "We now have a cadre of interested teachers who can work outside the classroom."

However, teachers continued to point to their lack of understanding of the out-of-doors as a primary deterrent for not going outdoors (Appendices A, B, and C.)

Among the major formalized efforts in the inservice area during the 1970-71 school year were:

Organization of a graduate level workshop in environmental education through the School of Natural Resources at Ohio State University that met at the outdoor education center.

A summer workshop extending over a one week period in which thirty-three Tri-District teachers participated.

Several "week-end" workshops during the year in which participants were provided some released time either on Thursday or Friday of the week to permit them to attend.

An Evaluation Opinionnaire: Outdoor Education Workshops was used with all workshop participants, and an additional summer workshop opinionnaire devised by project staff was used to ascertain the strengths and/or weakness of that particular workshop.

Summer Workshop. Appendix E₁ contains a percentage tabulation of the replies of the 33 participants of the summer workshop. Note that four-fifths or more of the participants agreed with the statements.

The workshop content correlated with the pre-registration material I received.

I learned to use equipment with which I had no previous experience.

As a result of the workshop I have more confidence in conducting outdoor activities.

The equipment and teaching materials were adequately demonstrated.

The daily schedule was closely followed.

An examination of the individual opinionnaire reveals that only one or two of the participants was decidedly negative in general after the workshop. Only one person strongly disagreed with the statement "Workshops like this should be available to others in the future." In fact, 31 of the participants agreed or strongly agreed with the statement.

Some strengthening, perhaps, could have been done as indicated by responses to items:

The workshop introduced me to outdoor study units which I have used with my class.

Because of the workshop I have contacted the Tri-District Outdoor Education office for assistance.

Outdoor education is a teaching technique for science.

There was sufficient opportunity for individual participation in outdoor activities.

Workshops in general. Seventy of the teachers who participated in workshops conducted during the year completed an evaluative questionnaire in May, 1971. Their responses may be found in Appendix E₂.

An exceedingly high number of these participants (55 or more checking the positive two columns) said that (1) they learned much, (2) the subject matter, methods and skills will be very useful, (3) the instructors were always well informed and had excellent knowledge of the subject, and (4) the subject matter was up to date, etc. etc.

Some teachers felt the workshops in which they participated were really for beginners and would have preferred workshops in depth in a particular area. Forty-six of the seventy said the workshop in which they participated should be required for elementary teachers. Twenty-nine said it should be required of secondary teachers; but a few others said it should be dropped. Only a few said they were not interested in another workshop.

Several persons said that their attitude toward the "esthetic value and educational value of outdoor education" was unchanged as a result of the workshop. They pointed out that their attitude was OK in the first place--this was the reason they were there in the first place.

Items selected randomly from replies to the open ended questions provided further insight into their reactions to components of the program (Appendix E₂). Participants identified the phases of the workshop they thought most beneficial, least valuable, indicated areas in which they "could use" in-depth workshops and provided comments and suggestions. Persons in Tri-District schools considering similar workshops in the future should check these responses.

Summary. Inservice Training. In previous evaluative reports, the inservice training program was seen as one of the most significant challenges and opportunities for the project and thought to be one of the most important services it could render. In the third year, this continued to appear to be true.

However, in a voluntary program, and even if reimbursements and various types of inducements are provided, the persons participating are often the ones needing the work the least. Although the workshops may have reached many of the new, the curious, and the uninformed, it probably did not reach those with negative attitudes and those unwilling to deviate from their traditional course material and the classroom approaches in which they felt most secure. The Evaluator sees no solution for this problem in programs in which services are provided on a voluntary basis to teachers when those responsible for the implementation of the program are in staff positions and not in the chain of command. The answer, according to Hug, is to place those responsible for the program in a line position rather than a staff position.

⁷Personal letter from John Hug, April 21, 1971, to Evaluator in response to evaluation questionnaire. Hug was one of the original consultants largely responsible for the origination of the Tri-District program. He is now Director of Bear Run Nature Reserve. A project of Western Pennsylvania Conservancy.

III RECIPIENTS

An important component in the evaluation of any educational program is its impact on the children or the recipients. In many cases this impact has been difficult to identify or to measure and evaluators have had to rely upon test scores or upon the perceptions of teachers, parents, and the children as to the impact. Furthermore, programs of conservation and outdoor education such as Tri-District focus upon interests, attitudes, and appreciations rather than the acquisition of specific information or memorization of "facts." As yet, we lack satisfactory tests with which to measure outcomes in the affective areas such as these.

Nevertheless, in this phase of the Evaluation--the impact of the program on the RECIPIENTS--the following were utilized:

1. The INVENTORY OF ATTITUDES, INTERESTS AND APPRECIATIONS and the INTEREST INVENTORY were administered to a sampling of Tri-District students in the spring of 1969 and again in the spring of 1970.
2. Children, parents, and teachers were asked to react to the program--particularly the resident experience--and the impact they perceived it to have on the children.

Testing of Pupils

The Evaluator has worked for several years with two instruments, The Inventory of Attitudes, Interests and Appreciations and the Interest Inventory (See Appendix F) in an attempt to develop an instrument that will identify changes in (1) the scientific attitude, (2) appreciation of science and nature, (3) certain science skills,⁸ and (4) interests in science, the out-of-doors and the environment. These instruments, inadequate as they were, were administered to several groups of Tri-District children on a before camp--after camp basis, and to several hundred other children, some in schools actively participating in conservation--outdoor education and some in schools participating very little. This was done both in the spring of 1969 and 1970.

The purpose was to learn if change occurred (as measured or identified by these instruments) as a result of the camping experience,

⁸Malcolm D. Srin, "Science Achievement as it Relates to Science Curricula and Programs at the Sixth Grade Level in Montana Public Schools," *Journal of Research in Science Teaching*, 4:2 October, 1966), 112-23; and "Evaluation", *Continuation Grant for a School Community Outdoor Education Project, Crystal Lake, Ill.*: Crystal Lake Schools, District No. 47, 1968, 3-74.

as a result of involvement with the project, or in the schools from one year to the next.

Before and After the Resident Program. In May of 1969, Teachers administered the instruments to four classes of children (N=124) about one week before the camping experience and again upon return to the classroom. In May, and June, 1970, the tests were administered on a similar basis to children (N=196) from the Stevenson, Hanby and Edison schools. The Edison children were fifth graders, whereas the Stevenson and Hanby children were sixth graders.

The mean subscores--Scientific attitude (SA), Appreciations (App), Interests (Int.), Experiences (Exp.), Interest Direction (ID) and total scores are provided in Table I. Note that in both 1969 and 1970 that students appeared to score higher on the SA, App., and Exp. items following their camp experience than before it. In 1970, they appeared to score higher on all areas of the post test. In both 1969 and 1970 they appeared to have their highest total scores after camp.

A "t" test was applied for significance to the total scores for the two years. The apparent difference the first year of 1.41 (63.84 - 62.43) was not significant. The difference appearing to exist in the 1970 testing (64.56 - 61.03) however, was significant at the .05 level of confidence ($t = 2.26$) and approached the .01 level. (After: $\Sigma X^2 = 868,384$; Before $\Sigma X^2 = 771,661$) A t of 2.58 is required for the .01 level of confidence.

Substantially more children (10 or more of the 124 in 1969; 15 or more of the 196 in 1970) answered these items correctly on the post-test than they did on the pre-test:

Part I - Inventory of Attitudes, Interests and Appreciations
Both 1969 and 1970

When a bad man gets sick or ill, he is getting just what he deserves.

We can't predict anything about nature from the results we get when we do an experiment.

We have few problems that scientists cannot solve.

It is very difficult for scientists to find new problems to work on.

I like to look for things and learn what I can about them outside when there is lots of snow on the ground.

I would rather write a story or draw a picture of something outside in nature than a building or something that men have constructed.

TABLE I

MEAN SCORES OF CHILDREN IN TRI-DISTRICT SCHOOLS ON THE INVENTORY OF SCIENCE ATTITUDES, INTERESTS AND APPRECIATIONS AND THE INTEREST INVENTORY BEFORE AND AFTER CAMP; May, 1969 and May, 1970.

	S.A.	App.	Int.	Exp.	I.T.	Total
1969-Before Camp	11.43	14.32	10.31	13.51	12.76	62.43
N = 124						
1969-After Camp	12.49	14.93	9.95	14.50	11.97	63.84
1970-Before Camp	13.56	14.12	9.94	11.73	11.66	61.03
N = 196						
1970-After Camp	13.80	15.06	10.40	13.25	11.94	64.56

1969 only

I don't see much sense in doing extra work when the teacher doesn't give me extra credit for it.

Scientists have discovered and named all the plants and animals.

1970 only

I have to travel a long distance to find beautiful things to look at that interest me.

I don't think this country is as nice a place in which to live as it was when the colonists lived here.

I would rather watch TV than play outside.

We take field trips mostly to get away from school, and we really don't learn much when on them.

Part II - Inventory of Attitudes, Interest and Appreciations

Both 1969 and 1970

Recorded the out-of-doors temperature at several intervals during the day.

Dissected an animal specimen to study its internal parts.
Used a Centigrade Scale thermometer to measure temperature.
Tested the hardness of several rocks to see which was hardest.
Looked at the eye of an insect through a magnifying lens.
Found a fossil for myself.

1969 only

Grown mold on a piece of moist bread or similar materials.
Examined the underside of a leaf under a microscope to find the stoma.
Watched protozoa or other one-celled animals through a microscope.
Looked at blood cells through a microscope.
Located the Big Dipper or North Star or any other constellation.

1970 only

Seen a bird and later found its name.
Predicted what the weather would be like the next day and been right.
Substantially fewer children (10 or more of the 124 in 1969; 15 or more of the 196 in 1970) answered these items correctly on the post test than on the pre test:

Part I - Inventory of Science Attitudes, Interests and Appreciations

I think it is very interesting to study live animals and specimens (both 1969 and 1970).

I like to study about the weather and try to predict when it will rain or snow (1970 only).

I like to think about problems concerning how the earth and stars came about and how they were formed (1970 only).

I usually get a lower grade than I deserve (1969).

On the items of the INTEREST INVENTORY, in both 1969 and 1970 there was increased interest in READING MAPS, LISTENING TO STORIES AND SINGING SONGS following the camping experience. There was also a decreased interest in PLAYING CARDS. In addition, in 1970 there was a decreased interest in COLLECTING SUCH THINGS AS STAMPS, COINS, BASEBALL CARDS, ETC. and in LOOKING AT LIVE ANIMALS AND SPECIMENS.

In interpreting these before and after results, readers must keep in mind that these instruments are not considered foolproof and do not necessarily measure what they purport to measure. Although they have been used in a number of resident outdoor education programs on a before and after basis with similar results to those reported above, they are thought to be indicators of only one facet of the outcomes of such programs. A variety of other outcomes are claimed for such programs which these instruments make no claim to measure.

A consistency has been noted, however, in the way that children tend to respond to certain items after resident programs. Apparently certain curiosities exist before resident programs that are satisfied or saturated fully through the camp experience with a loss in the interest score taking place. It should be noted that the apparent difference in Total Score in 1970 of 3.53 is somewhat larger than is usually obtained on a pre and post test basis with resident programs.

Other use of the IAIA and II. The same instruments, the Inventory of Attitudes, Interests and Appreciations and the Interest Inventory were administered also to groups of children in schools and situations in the Tri-District area other than on a before and after camp basis in both 1969 and 1970.

Table II contains the mean scores and subscores for the phase of this testing done in May, 1970. No analysis or interpretation of these scores appears possible except by persons with full knowledge of the schools and students in these districts. Matching the scores of children in one school with those in another would be questionable without knowing about other factors that might be related to the results more closely than outdoor education activity--such as economic and social conditions.

It is interesting to note, however, that students in this group who were tested following a camping experience scored very closely to the students in the Before-After Camp study in their post test. Furthermore, when the mean score (Total score) was obtained for all non campers, it was nearly the same as the mean score obtained for campers on their pre-test.

Unknown and untested by these instruments is the impact of field trips and short term outdoor experiences on pupils' test scores. Perhaps persons fully acquainted with the schools that were studied may perceive some difference. The Evaluator did not see any. However, when the mean of all scores (Total Score) for 1969 were compared to all those of 1970; (1970 - \bar{X} = 63.27 ; 1969 - \bar{X} = 61.22). If this were a true difference, one would have to wonder about the portion of this difference that could be attributed to the program.

TABLE II

SCORES OF CHILDREN IN TRI-DISTRICT SCHOOLS ON THE INVENTORY OF SCIENCE ATTITUDES, INTERESTS AND APPRECIATIONS AND THE INTEREST INVENTORY OTHER THAN ON A BEFORE AND AFTER CAMP BASIS. May, 1970

School	S.A.	App.	Int.	Exp.	I.T.	TOTAL
Annex (Worthington) sixth graders. Test one week after camp. (N = 98)	14.04	14.91	9.17	12.91	12.16	63.20
Cherryington (Westerville) sixth graders - moderate outdoor activity (N = 50) No. ROE.	13.70	15.34	10.80	13.48	12.28	65.44
Wilson Hill (Worthington) sixth graders. Extensive daily outdoor activity during year. No ROE. (N = 83)	12.32	13.00	9.08	14.31	11.95	60.81
Edison (Grandview) sixth graders. ROE as 5th graders. No OE during school year. (N = 69)	13.49	14.04	8.30	11.78	11.40	59.24
Hanby (Westerville) sixth graders (camp previous fall) (N = 49).	13.24	14.30	11.42	13.24	12.16	64.65

Values of Outdoor Education as Perceived by Children

As important, perhaps, as scores on tests and inventories, in the analysis of the impact of a program are the perceptions of the children or RECIPIENTS about the value of the experience. Hence, in the spring of both 1970 and 1971 a sample of the children having a resident outdoor education experience were asked to complete a ROE student opinionnaire. Other children were asked to respond to a series of questions relating to the outdoors and outdoor phenomena.

Resident Outdoor Education. Appendix G. contains a tabulation of childrens' responses to the items on the Resident Outdoor Education Student Opinionnaire. Note that this instrument contained items that fell generally into the areas of (1) social relationships, (2) other outcomes, (3) needs, and (4) likes and dislikes.

Social Relationships (Items 4, 5, 8, 9, 11, and 20).

A large fraction (two-thirds or more of the children responded "Yes" to items such as:

I learned something about my classmates that helped me to know them better.

I know my teacher better this year than I have known my other teachers in past years.

I made new friends while at camp.

I learned some new manners while at camp.

In 1970 there were 191 replies to these items. In 1971 there were 248 replies. Apparently these children believed that they had made new friends and that the experience had helped them to understand and to get along better with the teacher and classmates during the remainder of the school year (A strong argument for FALL camping). It should be noted, however, that the "yes" items to these items dropped in 1971 as compared to 1970, but were still relatively high.

In both 1970 and 1971, nearly all said that they had received fair treatment and that the discipline at camp was reasonable. Nearly all said they liked the college or high school student helpers. Most of them said they liked their teachers more after camp than before.

Other Outcomes. Most of the children (both in 1970 and 1971) felt they had learned more about taking care of themselves at camp. Many (nearly 90 percent in 1970) recalled that they studied things in the classroom that related to their camp activities. Only a few indicated a distaste for their discovery groups, for the stream and pond study, etc. Many students listed items on the open end question regarding what they felt they had learned in addition to those listed on the questionnaire. The things they pointed out related largely to first hand experiences with things about which they were studying and the motivational effect of such experiences. Nearly all the children responded "Yes" to the item "We should preserve the outdoors in the future."

Needs. Apparently the children's physical needs were met more satisfactorily by the program in 1970 than in 1969. Perhaps the weather was as much a factor as anything, but there was little said in the most recent survey about the lack of heat, warm cabins, etc. Substantially more of the children thought that their "groups" benefitted because of their participation in 1970 than in 1969. About three-fourths of the

children said that they "felt at home in class" and thought the discipline to be reasonable. Nearly all agreed that there was enough equipment. Each year over 90 percent endorsed the food.

Likes and Dislikes. Through some error, items relating to sleeping quarters and restroom facilities were omitted from the instrument used in 1970. These were the most severely criticized items the year before, and it might have been interesting to know their attitude the latest year.

Generally, the children endorsed their experience, however, with only a few indicating a dislike for a particular activity or situation. Perhaps the least liked activities each of the two years were story telling, skits, and soils study. Even here, four out of five indicated a liking for these activities.

Summary. From the children's standpoint, the camp experience was a success, and one which they believed to be important. Only a few were critical of specific factors in 1969, and even fewer were critical in 1970.

Children's Perceptions of the Value of Short-Term Experiences.

The "test" called "Questions for Boys and Girls Who Have Had Experiences in the Outdoors" was administered in 1970 to sample of children ($N = 134$) having had a number of outdoor experiences and to a control group of children ($N = 71$) who had not outdoor experiences that year to learn if children in these two groups responded differently. In 1971 this instrument was administered to a group of 143 youngsters who had received outdoor experiences. Appendix H contains a percentage tabulation of the responses to the items on this instrument.

Although most of the items dealt with specific facts relating to the natural sciences, some were thought to indicate the presence or absence of a "conservation ethic." Nearly 90 percent of the children recognized the purpose of the land laboratories as being a place to study nature. Nearly 80 percent of them (both 1969 and 1970) answered false to the items:

2. There are more different kinds of birds here in the winter than in the spring.
5. We should clean up our own litter but not anyone else's.
6. Wild flowers belong to everyone so we can pick them if we want to.
15. We don't feel any colder outdoors when the wind is blowing than when it isn't.
18. Groundhogs are the only thing that hibernates around here.

More of the children in the outdoor group (combination of the two years) answered these items correctly than those in the "non-outdoor" group. (Chi-square .05)

4. "Jack Frost" causes the leaves of the trees to change color in the fall.
7. It is O.K. to shout and make all the noise we want to when we are out in the woods.
18. Groundhogs are the only thing that hibernates around here.⁹

In all, children in the non-outdoor group answered 71 percent of the items correctly. Seventy eight percent of the items were answered correctly by the outdoor group in both 1969 and 1970.

As they did in 1969, children in 1970 listed a variety of liked experiences such as visiting quarries, study of trees, birds, archeological hunts, etc. A number of children complained that they had several scheduled trips cancelled because of the weather.

Values as Perceived by parents

Resident Experiences. It is doubtful if any program exists in Tri-District schools that could receive a higher and more enthusiastic endorsement from parents of participating children than that given by the parents who completed the Parents Opinionnaire: Resident Outdoor Education. This phase of the program appears to have captured the imagination of the parents--and many expressed ire that decisions were being made to discontinue or cut back the program.

This conclusion was drawn as a result of an examination of some 384 parent opinionnaires given in connection with the camping program of 1969 and the fall of 1970. Appendix I contains a percentage tabulation of parent responses to the opinionnaire items.

Although there was little difference between the responses given in 1969 and in 1970, some slight reduction was noted in the percentage of yes answers in the more recent survey on items:

My child is better acquainted with his teacher this year than he has been with teachers in the past.

I feel that I have an understanding of what Outdoor Education is.

⁹Continuation Grant Application for Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education. Worthington Exempted Village School District, Worthington, Ohio, July 1970, p. 50-51.

child made new friends while at Camp Ohio.

Hence, one is forced to conclude that the parents saw the same values in the fall camping of 1970 that they saw in the previous year.

As to their endorsement of the program (Part II) in 1970, the preparatory phases received a lower rating than in 1969. The equipment and facilities received a higher rating, the discipline a lower rating, and the extent to which parents were kept informed received a lower rating. However, 79 percent (72 percent in 1969) voted the total program "Excellent." Eighty-six percent (82 percent in 1969) checked "Definitely" to the question "How strongly would you endorse such an experience for all children at some time during their school career." Each year, only two or three persons said "Not at all."

Several pages of comments were compiled from the opinionnaires relating to the values seen by parents and their suggestions for improving the program. In general, these were highly supportive of the program and related to specific outcomes such as social values and working with items in their natural environment. Several parents expressed the wish that other children might attend and that the program be extended for a longer period--to a week or more. Several were critical of action taken appearing to cut into this program the spring of 1971 or in subsequent years.

Values of Short Term Experiences: Parent's Perceptions. To obtain a "parents' reaction" to the short term or field trip experiences and the use of the land laboratories a Parent's Opinionnaire on Outdoor Education was developed and used with a sample of parents each year. No attempt was made to get a "representative sample," the questionnaires merely being provided to several teachers to send home with their children for completion. In 1970, seventy replies were obtained and in 1971, seventy-seven replies were obtained. One may find a tabulation of their replies in Appendix J.

All but a few of the parents reported that their child had reported on one or more outdoor activities (A few who answered NO wanted to know why their child had not received such experiences). They reported that their children were enthusiastic about their outdoor experiences, and two-thirds of them had seen news items relating to the experiences in the newspapers, and nearly three-fourths indicated they did not think a child could learn more indoors in a given period of time than outdoors.

The key item was "I am in favor of outdoor education in our school system and would like to have it continued." Every respondent in 1970 said YES. In 1971, only one (out of seventy-seven who replied) said NO. All others said YES.

Three questions were added to the opinionnaire in 1971 that were not used in 1970. They were:

I think OE activities are frivolous and should be eliminated from the curriculum (76 said NO, 1 said YES).

In my opinion outdoor education experiences can be important in helping us to solve some of our environmental problems (74 said YES, 2 said NO, 1 was undecided).

I believe that children can learn many things of importance through outdoor education that they cannot learn in the classroom (74 said YES, 2 said NO, 1 was undecided).

Admittedly these replies are not of sufficient number to provide more than an indication of the way in which parents view the outdoor and conservation experiences provided their children. It is difficult to conceive, however, of a lack of support for this kind of activity on the part of parents in the face of these few returns. It would seem almost impossible to find a sample so biased as to give nearly 100 percent support to a program, unless the total group strongly leaned in this direction.

Values for Children as Perceived by Teachers.

Resident Experiences. The teachers who went with the children to camp were asked to provide their perceptions of the values of this experience each year. In 1970 eight teachers were asked to complete the teacher opinionnaire. In 1971, eleven teachers responded. A tabulation of their replies may be found in Appendix K.

All of them responded "Yes" to these items:

1. I feel that my students had an opportunity to develop some responsibility while at camp.
6. I feel that I have an understanding of what outdoor education is.
8. My students talked freely about their experiences at camp.
14. We should preserve the outdoors in the future.
17. Staff responsibilities were divided fairly.

Seventy percent or more each year felt that their childrens' social relationships were improved as a result (indicated by responses to items 2, 4, 7, 8, 10, and 11, Appendix K.)

A weakness, perhaps, is the lack of correlation in what was done at camp and what was done in the classroom. Only one teacher said there was good correlation in 1969, and only six of the eleven said this was true in 1970.

Generally, these teachers pointed to few problems at camp. Some problems apparently existed with some high school students, reinforcing concerns about the careful selection and orientation of students used in the program. Although there appears to have been some equipment problems, the teachers had little about which to complain.

Teacher responses on Part II of the opinionnaire were similar to the responses given by the parents. Although some teachers were not as well prepared as they wanted, all but one tended to check the far left hand or most positive columns.

As to rating the ROE program, in 1970 three checked the "Excellent" column and five checked the second column. In 1971, three checked the "Excellent" column and six checked the second column. Seven of the teachers would "Definitely" endorse such an experience for all children in 1971, two checked the second column, whereas two would not provide much support.

The comments of these teachers were thought particularly important, hence, some are provided below. The teacher comments of the previous year may be found in the 1970 evaluative report.

What do you think you and your class got at Camp Ohio that you could not have gotten in the normal school situation?

1. Living together for three days--the responsibility, interaction, socialization of each had a great effect on each child. This could not be accomplished during a "day" camp.
2. Stream activities--full day fellowship, responsibility, forced group living, informal groupings (i.e. campfire, talent shows, etc.)
3. Living together--learning many things about outdoors--genuine appreciation for outdoors.
4. We established an understanding of each other. Learned to accept responsibility. Perhaps feel more comfortable outside.
5. A chance to learn first hand instead of through books. Poison ivy.
6. Exposure to a long period of togetherness. Exposure to large group of strangers. Had to adjust.
7. Many personal relationships with staff and students.
8. Learning through experience of doing and living in a natural environment. Discovering animals and plants in their natural habitat.

Perception of Values of Short Term Experiences by Teachers.

Refer to the Assistees section for an analysis of the values of short-term experiences as perceived by teachers known to be providing such experiences.

CHAPTER III

SUMMARY - CONCLUSIONS - RECOMMENDATIONS - EPILOGUE

The objectives originally set forth for the project were to "increase the quantity and effectiveness of conservation and outdoor education, to develop facilities for such education, and to develop intra-district cooperation for the improvement of education."¹⁰ Specific objectives as summarized by Monaghan were (1) physical facilities, (2) teacher involvement, and (3) public support (assuming the conservation and evaluation aspects to be implicit in the educational objectives).¹¹

As indicated earlier, Tri-District's program shifted during the second year to focus on helping teachers provide conservation and outdoor education experiences. In doing so, project personnel expected to reach the objectives set forth above, and ultimately lead to a concerned citizenry knowledgeable and appreciative of the out-of-doors and environmental needs.

The Tri-District project attempted to meet this challenge by:

- a. developing and maintaining land laboratories, outdoor teaching sites, and a program headquarters or center.
- b. acquiring, maintaining and distributing apparatus, equipment, and materials for conservation and outdoor education.
- c. developing and disseminating teaching materials, resource units, etc.
- d. providing programs of inservice training for teachers in the areas of conservation, outdoor and/or environmental education.
- e. assisting teachers to plan, conduct, and follow-up outdoor experiences.
- f. organizing and administering a program of resident outdoor education for 5th and 6th graders.
- g. intra-district and agency cooperation in the development of school and public concern for conservation and environment.

¹⁰Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education, Worthington, Ohio, Worthington Public Schools, 1967.

¹¹First Continuation Grant Application for Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education, Worthington, Ohio. Worthington School District, 1969, p. 2.

The approaches to evaluation were set forth in earlier pages. In addition to the data in Chapter II, the Evaluator and his colleague, Mr. Seim, made an on-site examination and interviewed teachers, administrators, and project personnel at length. Their findings and conclusions are summarized below:

SUMMARY

Developing and maintaining land laboratories, outdoor teaching sites, and a program headquarters or center.

The headquarters. The project headquarters in Worthington was recognized as a major step forward last year. Since then much work has been done to make it a more usable facility, but more could have been done or needs doing. Although this facility should not be museum-like, it should be attractive, be warm and inviting in appearance, and contain a variety of displays and the like. Substantial progress was made here during the year.

The headquarters location on one of the older well established land laboratories is appropriate and convenient for the educational program. However, its location may have contributed to the feeling of persons in Westerville and Grandview that Tri-District was really not their program--but that it was a Worthington program.

The land labs. Although major emphasis was placed on the development of land laboratories the first year, little attention has been given to them since that time. Although the Evaluator agreed with this shift in emphasis, he was disturbed at the lack of care. These facilities require maintenance as well as a regular program for development if they are to be useful. Perhaps, this could best be handled by teachers and children in nearby schools.

Although there was a goal of a "land lab" at every school, one wonders if this were realistic or desirable. Perhaps a better approach (hindsight) might have been to have a cooperative arrangement between the schools and the park districts to have suitable units within walking distance of each school as well as the development of resources on each site. A greater effort at cooperation between project personnel, groundsmen, and school administrators may also have resulted in more beautiful and usable school sites than were obtained. In passing, the Evaluator is forced to wonder about the lack of intelligence or aesthetic sense on the part of the individual responsible for the painting of large orange arrows on trees at one of the older land laboratories.

Although the Evaluator had feared that the land labs implied limiting "out of school" activities to these sites, this does not seem to have occurred until after one district imposed busing restrictions. Effort has been made to identify other learning sites and to develop

materials for their use. Interestingly, teachers and principals favor the continued development of their land laboratories.

Developing and maintaining a series of land laboratories, outdoor teaching sites, and a program headquarters, etc.

An excellent inventory of apparatus and equipment was acquired for outdoor-conservation education, and made available to teachers on request. At points in the program, there were complaints about non-delivery, etc., but this seemed to improve during the final year. In addition, more teachers seemed to have become more familiar with what was available and how to obtain it.

There were problems, however. Apparently some of the equipment purchased for the program was unused after three years. Perhaps, as in other Title programs, project personnel got carried away in the selection of materials. There is also a question of accountability and knowing the location of the equipment and apparatus at a given time. The result was that a substantial amount of it may have been lost. Furthermore, there apparently were not enough safeguards in the program guidelines to insure that personal use was not made of equipment and materials.

The maintenance (or lack of it) of some of the large capital items (vehicles, tractor, etc.) also disturbed some administrators. They wondered why some such items appeared to "sit and deteriorate" or were not properly maintained or ready for service the following season. One thought that the equipment might have been better provided for if it had been placed under the care of the regular maintenance staff.

The "mobile laboratory" or van seems to have been a "bust" in this project, as in others. A large expenditure when one considers the uses that were found for it. Despite some difficulties, the gardening program had become a major undertaking and a major focus of interest and concern.

Developing and disseminating teaching materials, resource units, etc. for conservation and outdoor education.

A substantial portion of personnel time the second year was used in the development of teaching materials, resource units and the like. Some of this activity continued the third year, and the Evaluator is of the belief that a quality job was done with these materials--some excellent items were produced.

Although he would question using a large amount of staff time in writing, he does feel that the staff had an important role to perform in collecting and disseminating materials. Emphasis in material development should have been (as it was) on making adaptations for local sites and situations.

The teachers seem to highly regard the materials that were provided and thought that this function to be worthwhile. Criticism about their availability was heard, however. Perhaps, more could have been done by the professional teachers committee to develop and disseminate such materials.

Providing an extensive program of inservice training for teachers in the areas of conservation, outdoor, and/or environmental education.

A major project output was the in-service program. It was also seen as one of the most important long lasting outcomes. Although several very good and well received workshops were conducted each year, there are still many teachers unfamiliar with the program and the possibilities of their school sites, the land laboratories, and other resources.

Perhaps the only way a breakthrough can be made to reach all teachers for inservice training of this nature, however, is to have the principals personally assume initiative and responsibility for such training and calling upon the project personnel (who are only in staff positions) for assistance.

In addition to the ongoing workshops, appearances at teacher meetings, individual contracts, etc., arrangements were made in the third year for courses through Ohio State University to be offered at the center. Considering the fact that many teachers consider lack of knowledge to be a deterrent, and the scope of field activities in such courses, they should have been a regularity.

Another effort to provide contact between project staff and teachers was begun the third year by having the outdoor teachers spend several hours each day in a school visiting teachers. This was done during the "slack months," and reactions were mixed. Some of those interviewed thought this a waste of time. Others thought this helpful; but the Evaluator fears that it may have been overdone. Although it is extremely important for such personnel to appear in each school regularly, it may be of doubtful value to station them there for extended periods of time.

Assisting teachers to plan, conduct, and follow-up outdoor experiences.

A primary role of project personnel throughout the life of the project was to assist teachers to plan, conduct, and follow-up field trips. This seems to have been one of the best accepted services provided. Although problems that seemed to exist a year ago in regard to the "availability" of the outdoor teachers seems to have been improved, there were some complaints of tardiness, not being ready, etc.

Perhaps (in theory) it should not be necessary for project personnel to work directly with children. The realities in this project

and in other outdoor education programs are that many teachers want and expect help in working in the field with their pupils. If some children are to have outdoor experiences, the outdoor staff must assume this function from time to time. The staff at Tri-District seems to have met this challenge.

Organizing and administering a program of resident conservation and outdoor education for the 5th and 6th graders in Tri-District schools.

The resident program blossomed in the three years to the point that it seemed that every child would have such experiences. This component seemed to have the solid support of parents, children, and participating teachers. Yet, this area was hit when financial cutbacks were made the third project year. From an educational and public relations standpoint, the district that found this necessary may have made a serious error, particularly since parents would have been willing to assume most of the cost.

Intra-district and agency cooperation in the development of school and public concern for conservation and environment.

Although the three districts cooperated in this program, the expectation that it would lead to joint operations in other areas did not materialize. Although few serious problems or conflicts arose between the districts in the operation of this project, people never seemed to get over the hurdles that (1) only one district was the local educational educational authority, (2) the headquarters site was on land owned by that district, (3) "they would get title to the remains" should the project be discontinued, and (4) it was never really a part of their school.

This component seemed to be the one aspect of the program that top administrators did not wish to continue--if statements in their phase in reports are an indication. Each appeared to prefer to go on its own.

Other consideration--The product.

Initiators. Even at the cost of the third year most of the initiators who responded approved of the program. Most wanted it continued. Although they picked at weaknesses they generally were supportive and pleased with what had been accomplished.

Although several initiators saw merit in each district going its own way, they felt the program had been successful, that it had some accomplishments, and that they were further along after three years than they could have been without the program.

Assinees. It would have been valuable to have used the teacher and principal opinionnaires at the beginning of the first

project year to note if there really was a change in their use of outdoor experiences, their perception of values, the deterrents, and the program components. The Evaluator suspects there was a significant change.

The "post" data suggests that the program had a substantial amount of support on the part of the Assistees. Getting seventy-five percent or more of the principals to say that a supplementary program should be continued using local funds and in the face of financial problems is a big order at any time. Yet, the principals said the program should continue. Similar support was evident from the elementary teachers (and to a lesser degree the high school teachers).

Recipients. Although the teachers doubted the public support for the program the parent opinionnaires indicated that outdoor activities and the resident program had strong parent support, and parents received these programs to be valuable. Replies of children and teachers participating in the program also were supportive.

Further, the test results indicated a slight but significant gain as a result of the resident program and as a result of the short term experiences. Although inconclusive, an indication exists that the program has had an impact in the area of environmental awareness as well as in social relationships.

II CONCLUSIONS

The decision by the three districts to discontinue this project or to go it alone (See Appendix L for PHASE-IN reports) is not pertinent to conclusions about strengths and weaknesses or of successes and failures. Such decisions often are based upon other considerations (in this case financial and, perhaps, personnel conflicts, etc.) rather than on the program's merits or the desire to see it continue. One cannot discount the tendency, however, for programs believed to be strong by the decision makers to survive all these considerations.

The Evaluator has to conclude that the Tri-District Outdoor-Conservation Education project was a valuable and worthwhile one. Some important services were rendered, some experiences were provided for children, and there should be a carryover into subsequent years through the materials that were developed, the teachers that were trained, and the attitudes that were formed.

What appears to be the commendable aspects of the project at the end of the third year were essentially the same as those at the end of the second year, namely:

- a. the cooperative arrangement between three districts. Despite the difficulties and jealousies, the idea makes sense and might have worked here had the right people been involved and had their been complete understanding and communication at all levels. The Title III expectation that one must be the local educational authority and that the others be cooperators probably creates far more difficulty than need be.

- b. The positions authorized as a part of the project, and the school district staff associated with it. The persons filling each of these positions were also seen as a strength--although each one had his detractors and each had his supporters. The timing of the change in the Director's position near the middle of the third year was critical and probably influenced decisions about the program's continuation. The interim director seemed to have the necessary interest, enthusiasm, and philosophy, however, he was taking on an extra beyond his regular duties. He could not be available to "put out fires" or to solicit support.
- c. The support for the program and the idea of outdoor education voiced by the initiators, teachers, principals, parents, and children.
- d. The headquarters, equipment, facilities, apparatus, and instructional materials.
- e. The resident program and the enthusiasm of the children, parents and teachers for this program.
- f. The inservice program and help provided to teachers--although all were not reached.
- g. The newsletter and various other publications--even though there was a dissemination problem.
- h. The entire concept of the program.

Less commendable aspects, weaknesses or trouble spots appeared to be:

- 1. The number of teachers not using the program for various reasons, such as (1) uninformed, (2) insecure when working in new situations, (3) not knowing of the potential of outdoor experiences, (4) antagonisms toward the project or project personnel.
- 2. The lack of impact or inroads made in the high schools; and becoming known largely as an elementary program. Perhaps this is all that the program should have aspired to being in the first place.
- 3. The demise of the professional committee about the middle of the third year--and the failure to follow through on some of the projects they had begun.
- 4. The lack of leadership--especially in the third and critical year. This is not to reflect adversely on the interim director.

who was actually seen as a strength in many ways, but at a late date an entirely new situation was created. A supporter of the project with LINE responsibility was brought into the picture on a temporary basis about the time decisions were made about its continuation. It might have been interesting to know what might have happened had the change taken place a year earlier and he had been given time from his regular responsibilities to work in the project.

5. The effect of adverse conditions, situations, or decisions in one district on the entire program.
6. A variety of personality problems throughout the period involving the outdoor teachers, the director, specific school administrators, etc. These detracted from the program far too extensively according to some of those who were interviewed.
7. This was a sideline program--"here we are, how can we help you?"--with project personnel in staff positions. It never had solid enough support in the administrative cabinets (or whatever they are called in these districts) so that they would make it their own program (and call upon project staff for help).
8. That this program--because of the way it was set up--depended too much on personalities and too much on the enthusiasm and drive of its personnel. If these had been ordinary people willing to work in the ordinary way, the program probably would have had a much earlier demise.

III RECOMMENDATIONS

It seems unnecessary at this point to set forth the case for providing children with experiences outside the classroom--experiences in which they learn first hand what is happening in their own communities. But if these are to be provided, and since Tri-District is to no longer function as a cooperative, then each of the districts should:

1. Employ sufficient personnel to assist teachers to provide these experiences. It seems as if a fulltime person would be needed in each of the larger districts, and up to a halftime person in Grandview. In some way or manner, these persons should be placed into the chain of command. Perhaps this could be done in a way similar to that in which a "science consultant" or "reading consultant" is often placed in the chain.

It is too much to ask these persons to work totally in a staff position--unless they have the whole hearted support

of the administrative staff, and the principals make outdoor and conservation education their own program and call upon these persons to help in its implementation.

2. Although teachers may be aware of some of the services of the program, some may be unaware of its purposes, the basis for its existence, funding, and the attitude of the administration. A statement about these and other aspects of the program should be prepared and distributed to the faculty and the public in each district.
3. In each district, a professional committee should function and assist the outdoor education coordinator. There should be liaison between this committee and the administrative cabinet where policy and direction should be . With the direction for the program coming from these bodies, the outdoor education person would carry out the program. In Tri-District, project personnel apparently set the direction and tried to obtain the cooperation of the administration. Evidently, this was not the way.
4. The success or failure of the program should not depend upon the availability of funds for transportation, to pay teachers to attend institutes, subsidizing the resident program, etc. Although the districts should provide all the help they can, in many districts these costs are paid by the parents of the children, and teachers attend institutes and go to camp with their children--assuming them to be a part of their professional responsibilities --without extra pay.
5. Persons employed as the outdoor education coordinators in these three districts should work together in joint programs. They may share equipment, facilities, and cooperatively sponsor workshops and inservice training programs. They might cooperate in conducting the resident programs. They should meet regularly.
6. The programs underway at this time in the Tri-District project should be continued. Essentially, the services provided in the third year were sound and appropriate.
7. Many of the recommendations made at the close of the second year were not implemented and continue to apply at this time and to the programs in individual districts. Each of these should be reexamined in light of the new situation and of the curricular needs being expressed in the state of Ohio, and nation wide relative to environmental quality. and the failure of many schools to make education relevant to the day-to-day life and needs of its clientele.

IV EPILOGUE

Outdoor and conservation education were not new to schools and teachers in Grandview, Westerville, and Worthington, Ohio, in 1968 when Title III funds were made available for the Tri-District project. It was fully expected that children would continue to receive outdoor and field experiences even after Tri-District faded away, or even if none of the three districts continued with a formal program to promote them. Good teachers have provided children with experiences outside the classroom always. Formal programs only assist them to do this, and encourage others to do the same. In some cases, they improve the quality of the experiences.

Tri-District served a useful purpose. Many more teachers will work outdoors with their classes in the future than if it had not existed.

It is unfortunate, perhaps, that circumstances were such that these three school districts could not have continued in their joint endeavor. On the other hand, however, opportunities now exist for them to individually develop their own programs--avoiding the mistakes of the last three years. It is hoped that they do so.

NARRATIVE SECTION

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NARRATIVE SECTION FOR FINAL EVALUATION

HISTORY

During the school year 1966-67 a feasibility study was conducted by the Worthington School District to determine need and readiness for program and facilities for conservation and outdoor education. (This study was funded by an ESEA Title III (P.L. 89-10) grant and six other neighboring school districts cooperated with Worthington.)

As a result of this study and after careful consideration of the need for program and facilities development, three of the above indicated seven school districts selected to jointly support and cooperatively develop a program of conservation and outdoor education in their schools.

In June 1967 an application was submitted by Worthington on behalf of themselves, Westerville and Grandview to the U.S. Office of Education for federal assistance under ESEA Title III to initiate the development of facilities and program for conservation and outdoor education. This application was approved and the Worthington Schools were notified in March 1968. The first budget period for the three year project was negotiated to begin 15 June 1968.

Before Title III.

At the same time the application was submitted to the USOE in June 1967, the three districts (Worthington, Westerville and Grandview) decided to go ahead with some development of program. This was to occur whether or not approval was given to the application for federal assistance. An outdoor education coordinator was hired, and he immediately set about orienting the teachers and administrators to conservation and outdoor education practices and assisting them in identifying the potential of their own school grounds.

Three teacher education workshops were conducted that year with a total of about forty persons attending all together. Extensive planning was done for one school land laboratory and some minor development was done on several other sites in all three school districts.